DOCUMENT RESUME

ED 217 819 HE 015 256

AUTHOR Glazer, Judith S.
TITLE The Higher Education Opportunity Program at New York University: Education for the Disadvantaged.
PUB DATE 13 May 82
NOTE 21p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Advising; Academic Aptitude; Academic Persistence; Admission Criteria; Basic Skills; *College Freshmen; *College Transfer Students; *Developmental Studies Programs; *Economically Disadvantaged; *Educationally Disadvantaged; Educational Opportunities; Evaluation Criteria; Family Income; Higher Education; In State Students; Nontraditional Students; Racial Distribution; Remedial Programs; State Programs; Student Attrition; Student Characteristics; Student Financial Aid; Summer Programs; Tutoring
IDENTIFIERS *Higher Education Opportunity Program; *New York University

ABSTRACT

The Higher Education Opportunity Program (HEOP) at New York University (NYU), which serves economically and educationally disadvantaged residents of New York State, is described. The HEOP provides supportive services, including a pre-freshman summer session, credit and noncredit courses in basic skills, individual tutoring, and personal and academic counseling. Economic disadvantage is based on family income adjusted to number of household members, while academic disadvantage is defined in terms of Scholastic Aptitude Test (SAT) scores. Transfer students from other opportunity programs in the state are also considered for admission. Information is provided concerning: the SAT scores for entering HEOP freshmen 1976-1981; high school averages for entering HEOP freshmen 1976-1981; high school averages for entering HEOP freshmen, 1975-1980; the distribution of averages for students who have completed the freshman year at NYU; the ethnic breakdown of HEOP students; the distribution by race and sex for HEOP students, 1977-1982; graduation/attrition for HEOP freshmen, 1976-1981; and a breakdown of state, federal, and institutional sources of financial aid for HEOP students. Since its inception in 1970, the HEOP at NYU has graduated more than 700 disadvantaged students. Since 1975, more than 60 percent of all HEOP students have been graduated annually, compared to a statewide HEOP annual graduation rate of 57.2 percent in 1980-1981. Of 1,422 transfer students entering in fall 1975, 800, or 56 percent, graduated within 4 years. It is suggested that in measuring program effectiveness, attention should be directed to academic and economic eligibility criteria, personal factors that may impede student progress, academic predictors for measuring potential success, quality and use of supportive services, and reasons for program separation before graduation. (SW)

ED217819

THE HIGHER EDUCATION OPPORTUNITY PROGRAM AT NEW YORK UNIVERSITY: EDUCATION FOR THE DISADVANTAGED

by

Judith S. Glazer, Ph.D.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Judith S. Glazer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☑ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- • Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

School of Education, Health,
Nursing, and the Arts Professions
New York University
May 13, 1982

HE 015 256

Program Background

New York University has participated in the Higher Education Opportunity Program since the program's inception in 1970. Originally, NYU had five programs serving disadvantaged students, the Opportunities and Educational Support Programs for Washington Square students; and the Educational Support, Public Service, and Career Oriented Opportunities Programs for students at the University Heights College. When the Heights campus was sold in 1973, these five programs were merged into the Opportunities Program for the Schools of Education and Business and Public Administration, and the Educational Support Program for Washington Square College, and the Schools of the Arts and Continuing Education. In 1974, the two programs were merged into the current HEOP program and administration was transferred from SCE to SEHNAP under the supervision of Dean Daniel E. Griffiths. The current program director is Dr. Param S. Chawla, and Arnold Spinner, SEHNAP's Associate Dean for Research and Field Services provides overall budgetary supervision. HEOP is operated from a suite of storefront offices at 547 LaGuardia Place and now serves students in SEHNAP, WSUC, BPA, SOA, and SSW.

Programs for economically and educationally disadvantaged residents of New York State were initiated through successive legislative statutes between 1964 and 1969 to expand the participation of minority students in public and private higher education. The earliest programs were College Discovery and SEEK (Search for Education, Elevation, and Knowledge), established in 1964 and 1966 respectively, to expand access to

the two-year and four-year colleges of the City University of New York.[1]

The Educational Opportunity Program (EOP) was initiated in 1967 to provide comparable services for disadvantaged students seeking admission to the State University of New York (SUNY). Finally, in 1969, the state established the Higher Education Opportunity Program (HEOP) to expand access for minority students to private colleges and universities in New York State, and to provide statewide coordination of SEEK, EOP, and HEOP by the Board of Regents and the University of the State of New York.[2] Legislative intent is the same for all three programs:

- To provide higher education opportunities for state residents who are high school graduates or have a general equivalency diploma, have potential to complete successfully a postsecondary education program, and are both economically and educationally disadvantaged.

- To offer special services such as screening, testing, counseling, tutoring, and pre-summer, remedial, developmental, and compensatory courses.

- To give supplemental financial assistance for books, living expenses, and personal maintenance.

The State Education Department administers opportunity programs through its Bureau of Higher Education Opportunity

---

1 College Discovery began as "A City University Program to Discover College Potential Among Young Men and Women of New York City," open to 500 high school graduates in the 5 boroughs; SEEK provided access for 1,000 minority students from designated poverty districts in the city.

2 In May, 1970, the state approved a Full Opportunity Program, extending open admissions to all community colleges in the state, and paving the way for funding open admissions at CUNY.

Programs, contracting with private colleges and universities on an annual basis. There are now 73 HEOP programs across the state in two-year and four-year colleges and universities and in five prisons.

The following analysis of the NYU HEOP program provides information on the target population, numbers and types of students served, graduation and attrition rates, supportive services, and program financing. It also presents some findings gleaned from data and reports of the HEOP office and the State Education Department's HEOP Bureau, and interviews with supervisory personnel involved with aspects of program policy.

The HEOP Program

Target Population

To qualify for admission to HEOP, applicants must be state residents, meet institutional criteria, and be both academically and economically disadvantaged as defined by the Regents' rules. Economic disadvantage is based on family income adjusted to number of household members for the year prior to the student's admission to the college. The maximum gross annual income for a family of four is $10,125. In 1980-81, 87 percent of all HEOP students in the state came from households below that income level. Between 1979 and 1981, an average of 80 percent of all NYU HEOP students fell below that income level as well.

Due to the difficulty of quantifying academic eligibility for all postsecondary institutions, the Regents have defined

educational disadvantage as "inadmissible by normal admission standards at each campus," generally based on past high school performance and Scholastic Achievement Test scores. Aid levels are higher at campuses with large numbers of severely disadvantaged students, an incentive to recruit and admit more high risk students from the target population.

Numbers and Types of Students Served at NYU

NYU defines academic disadvantage as combined SAT scores of less than 1100 but more than 700, and minimum high school grade point averages of 2.0 (75 percent). All HEOP freshmen are regular applicants who have been rejected for admission to one of the undergraduate divisions. The Admissions Office evaluates these rejected applications, referring those that meet academic, financial, and residential requirements to HEOP. The HEOP office screens and selects potential students from these applications, and then conducts interviews. At the interview, applicants present financial eligibility data, and are screened for motivation, willingness to participate in the pre-freshman summer session, and problems that might interfere with successful program completion.

In Fall, 1980, the Admissions office made 534 freshman referrals to HEOP, and 101 were eventually enrolled in the program. This compared to 7,501 freshman applicants and 2,373 enrollments in all undergraduate divisions including SCE. Transfer students from other opportunity programs in the state--SEEK, EOP, and HEOP--are also considered for admission to one of the NYU undergraduate divisions, providing they have completed

successfully one year of college level work and otherwise meet admission criteria. In 1980-81, 100 transfer students were admitted to HEOP out of a total of 3,878 transfer students in all undergraduate divisions.

The HEOP transfer program is basically a financial aid package, and only minimum supportive services are provided. In addition, financial eligibility is reviewed each year based on policies formulated jointly by the Financial Aid and HEOP offices. Students who are denied continued support from HEOP may appeal to a Financial Review Panel.

Table 1 gives the SAT scores for entering HEOP freshmen from 1976 to 1981. The majority of these students scored between 320 and 430 on both the quantitative and verbal sections of the SAT. However, while 12 to 30 percent scored above 500 in math in the past three years, less than 5 percent scored above 500 on the verbal. This reflects the increased number of freshmen with severe language deficiencies and for whom English is a second language.

Table 1 - Percent of Distribution in SAT Scores For NYU/HEOP Entering Freshmen, 1976-81

Year	SAT Scores							
	200-310		320-430		440-490		500+	
	Math	Verbal	Math	Verbal	Math	Verbal	Math	Verbal
1976-77	16.3	30.9	58.8	57.4	17.5	11.7	7.4	--
1977-78	19.6	33.7	53.3	57.7	21.7	8.6	5.4	--
1978-79	2.2	18.3	56.0	63.5	17.2	14.0	24.6	4.2
1979-80	1.1	16.5	36.6	62.7	31.9	18.7	30.4	2.1
1980-81	4.0	12.0	64.0	67.0	18.0	17.0	12.0	2.0

Source: NYU HEOP Annual Reports

Table 2 gives the high school averages for entering HEOP freshmen between 1975 and 1980. From 46.7 to 69.6 percent of all freshmen in HEOP had high school averages of 80 to 89 percent, while between 10 and 15 percent fell below 75 percent until 1978-79 when a new NYU rule placed a lower limit of 2.0 as a criterion for HEOP admission.

Table 2 - Percent of Distribution of High School Averages for NYU/HEOP Entering Freshmen, 1975-1980

	High School Averages				
Year	60-74	75-79	80-84	85-89	90-100
1975-76	15.4	30.8	28.5	20.0	5.3
1976-77	10.3	20.6	30.9	35.3	2.9
1977-78	12.9	35.9	23.9	22.8	4.5
1978-79	--	25.3	38.5	29.7	6.5
1979-80	--	23.5	34.8	34.8	6.9

Source: NYU/HEOP Office Annual Reports.

Student progress at NYU is measured in relation to a cumulative grade point average of 2.0 or better. Students below this level may be warned, placed on probation, or dismissed based on the decision of the appropriate student progress committee. SEHNAP maintains a policy that students who are not making normal progress toward the degree may be placed on probation even though they have a 2.0 GPA, i.e., if 50 percent or more of total credits taken in a given semester culminate in grades of incomplete or withdrawal. Table 3 gives the distribution of averages for students who have completed the freshman year at NYU. The retention rate has been increasing, and between 1978 and 1981, more than 80 percent of HEOP freshmen completed their first year satisfactorily; from 16 to 27 percent had GPA's of 3.0 or better.The HEOP office reports that the Fall, 1982 freshman class has 33 students or 25 percent with GPA's of 3.0 or better.

Table 3 - Percent of Distribution in Grade Point Average Of NYU/HEOP Students, 1976-1981

Year	Grade Point Average 0.0-1.99	2.0-2.99	3.0-4.0
1976-77	26.8	67.6	5.6
1977-78	44.6	48.2	7.2
1978-79	19.2	64.8	16.0
1979-80	23.8	48.9	27.3
1980-81	18.0	66.0	16.0

Source: NYU HEOP Office

Ethnic and Sex Distribution of Students

A major aspect of HEOP is to provide access to groups that have been traditionally underrepresented in higher education. In 1980-81, the NYU HEOP program enrolled 386 students. The ethnic breakdown of these students was 36.5 percent black, 35.5 percent Hispanic, 22.0 percent Asian, and 6 percent white. This compared to statewide totals of 54.9 percent black, 22.9 percent Spanish-surnamed (72.7 percent of these are Puerto Rican), 3.2 percent Asian, and 16 percent white.

Two factors emerge in analyzing the ethnic and sex distribution of these HEOP students: (1) the increasing number of Asian students which this year amount to 25.1 percent of total enrollments, and the shift in percentage of black students over the past five years from 48.5 percent to 38.1 percent of total enrollments while numbers of Hispanics remained fairly stable at 29 to 34 percent; and (2) the persistently disproportionate number of female students who continue to outnumber males by 3:1. Some possible reasons are offered for these factors.

Demographic shifts in the city's school population have resulted in increased numbers of Hispanics and Asians in

the academic high schools from which NYU receives its applicants. Ninety-four percent of all NYU HEOP students are city residents, most of these between 17 and 19 years of age. The NYU program has also grown by 22 percent in the past five years as can be seen in Table 4 which gives the distribution by race and sex for all NYU HEOP students from 1977 through 1981-82. While the numbers of black HEOP students have increased in this period, the percentage of blacks to Asians and Hispanics has shifted as enrollments increased.

Under-representation of male students is a statewide problem according to a recent SED report. In 1980-81, women outnumbered men in all state HEOP programs by 12 percent. The HEOP Bureau stated in its annual report that "programs need to continue to seek new ways to reach out to young black males who are the group with the greatest unemployment in the state."[1] The National Center for Educational Statistics found that in 1978, 57.0 percent of all black students in two-year and four-year institutions were female compared to 43.1 percent male.[2] At NYU, only 15 to 20 percent of the eligible freshmen applicants to HEOP are male, the acceptance rate for males is lower, and the attrition rate is higher. For example, in 1981-82, 28.2 percent of the entering freshmen were male compared to 71.8 percent female. The HEOP office notes that black male students tend to transfer back to New York City from upstate colleges and universities after one year, entering NYU as transfer students.

---

1 Higher Education Opportunity Program Annual Report, 1980-81, State Education Department Bureau of Higher Education Opportunity Programs, Albany, 1981.

2 W. Vance Grant and Leo J. Eiden, Digest of Education Statistics 1980, National Center for Education Statistics, Washington, DC, 1980.

Table 4 - Distribution of All NYU/HEOP Students
By Ethnic Background and Sex, 1977-82

1977-78

	Male		Female		Total	
	%	#	%	#	%	#
Black	11.5	40	37.0	129	48.5	169
Hispanic	9.2	32	24.1	84	33.3	116
Asian	1.7	6	8.3	29	10.0	35
Other	2.3	8	5.7	20	8.0	28
	24.7	86	75.3	262	100.0	348

1978-79

	Male		Female		Total	
Black	11.3	42	33.6	125	44.9	167
Hispanic	8.3	31	22.6	84	30.9	115
Asian	4.3	16	11.0	41	15.3	57
Other	2.7	10	6.2	23	8.9	33
	26.6	99	73.4	273	100.0	372

1979-80

	Male		Female		Total	
Black	8.3	30	27.3	99	35.6	129
Hispanic	8.5	31	24.5	89	33.0	120
Asian	5.8	21	16.8	61	22.6	82
Other	3.8	14	5.0	18	8.8	32
	26.4	96	73.6	267	100.0	363

1980-81

	Male		Female		Total	
Black	7.5	29	27.6	107	35.1	136
Hispanic	8.5	33	25.5	99	34.0	132
Asian	6.7	26	15.2	59	21.9	85
Other	3.9	15	5.1	20	9.0	35
	26.6	103	73.4	285	100.0	388

1981-82

	Male		Female		Total	
Black	7.2	32	30.9	138	38.1	170
Hispanic	5.1	23	23.8	106	28.9	129
Asian	6.9	31	18.2	81	25.1	112
Other	1.3	6	6.5	29	7.8	35
	20.6	92	79.4	354	100.0	446

Source: NYU HEOP Annual Report of Distribution of All Opportunity Students By Race, Ethnic Background, Age and Sex, 1977-1982

Supportive Services

Resources are deployed to provide services that will improve academic achievement of HEOP students, enabling them to enter the college mainstream and compete successfully with more traditional student cohorts. Services include a structured pre-freshman summer session, remedial and developmental courses and workshops, tutoring, counseling, and testing. NYU offers the following components to its HEOP students.

1. Pre-freshman summer session is mandatory, classes meet five days a week for eight weeks from 8:30 a.m. to 3:30 p.m. Counseling is also provided to ease the transition into college work. Courses are given in reading, writing, mathematics, science, and study skills. Upper division science majors in nursing, pre-medicine, pre-dentistry, and occupational therapy may also take June review courses to prepare students for college level organic chemistry, microbiology, and scientific reading for comprehension. There is some indication that these mini-courses may not be intensive enough to meet student needs for entrance to medical and dental school, however, and their content is being evaluated.

2. Tutoring is offered during the summer and academic year, and is designed to strengthen learning skills. The Coordinator of Tutorial Services works closely with the HEOP assistant director and science, math, and English coordinators to assure delivery of services to all students who need tutoring. In 1980-81, 388 students received a total of 5,605 hours of individual and group tutoring from 31 tutors. This was an increase of 40

percent from the previous year. Undergraduate and graduate students serve as tutors after screening and an orientation workshop.

3. Counseling and guidance were consolidated in 1975. There are six counselors--1 each for SEHNAP and BPA, 2 for WSUC, 1 for both SOA and SSW, and 1 for admissions. While counseling services have focused on entering freshmen, efforts are being made to reach transfer and upper division students. The upperclassmen are now required to meet with counselors at least once each semester to review their progress. Counseling includes psychological, academic, financial, vocational, and career development components. In 1980-81, 4,476 individual and 595 group counseling hours were provided 388 students.

4. Developmental and remedial courses are offered for credit and non-credit and include Expository Writing, Reading Modern Literature, Human Relations, and College Mathematics. A prerequisite to Expository Writing is available to students with language deficiencies. The WSUC English department developed the two-semester English composition requirement which is now available to non-HEOP students as well. Supplemental workshops offer remedial assistance in conjunction with the credit courses, and bilingual education is now being added.

5. Recruitment Academic Program for the Sciences (RAPS) is an orientation and recruitment device to acquaint high school seniors with NYU's undergraduate science offerings including pre-medicine, pre-dentistry, nursing, and physical therapy. It is a means of bringing more minority students into NYU's undergraduate divisions, with particular emphasis on the

sciences. Students meet with peer group counselors, and take courses in college chemistry and quantitative basic skills as preparation for advanced scientific study. They are encouraged to investigate offerings of HEOP programs around the state as well as at NYU. The HEOP office reported that 50 percent of those who attend the RAPS program eventually enrolled at NYU through the HEOP program.

6. Program evaluation is ongoing, utilizing various standardized tests, interviews with students, and progress reports. Testing helps identify student problems and deficiencies, and is administered at the start of the pre-freshman summer session. Post-testing occurs at its conclusion, and is used for placement purposes and in scheduling specialized services during the academic year.

Graduation/Attrition

NYU's HEOP program is one of the most successful in the state in terms of retention and graduation. Since its inception, more than 700 students have been graduated compared to a statewide total of 6,652 graduates, or 9.5 percent of all HEOP graduates in the participating colleges and universities. NYU expects to graduate 80 HEOP students in June, 1982. Since 1975, more than 60 percent of all HEOP students have been graduated annually. This compares to a statewide HEOP annual graduation rate of 57.2 percent in 1980-81.

In March, 1982, a cohort survival report of full-time undergraduate students who had entered NYU as freshmen in Fall, 1975, was compiled by the NYU registrar for the State Education

Department. This report found that of an initial cohort of 1,324 freshmen including HEOP students, 38.7 percent or 512 graduated within four years of entrance and 48.0 or 635 within five years of entrance. Of 1,422 transfer students entering in Fall, 1975, 800 or 56 percent graduated within four years. These data are comparable to nationwide findings. The American Council of Education found that four out of ten students graduate within four years of entrance and another one out of ten graduates from the same institution in five years, or about 50 percent graduation rate within five years.[1] The National Center for Educational Statistics estimates that about 44 percent of all young adults enter a four-year program of study leading to the bachelor's degree, and that 23 percent (or slightly more than one-half of those who enter college), complete a four-year program.[2]

NYU limits the number of HEOP freshmen to 150, and each division is required to provide scholarship aid for its HEOP students. This year WSUC enrolled 75 students through HEOP, SEHNAP 50, BPA 20, and SOA and SSW 5 each. SCE discontinued its participation in 1975-76, and no further engineering students were admitted after 1973 when the school ceased operations.

Under Regents' rules, HEOP students have 10 semesters to complete a four-year degree. All services and financial aid are available for this extra year of attendance.

---

1 Janet P. Jackley and Cathy Henderson, Retention: Tactic for the Eighties, Policy Brief, Washington, D.C.: American Council on Education, December, 1979.

2 Grant and Eiden, "School Retention Rates," in Digest of Education Statistics, p. 14.

NYU finds that students who remain for at least four semesters have a higher retention rate. The SED collects data from all HEOP programs on the reasons for program separation divided into the following categories: transfers, academic dismissal or academic leave, financial, personal, or medical problems. Table 5 gives graduation and attrition rates for HEOP freshmen who entered between 1975 and 1981.

Table 5 - Graduation/Attrition For NYU/HEOP Freshmen, 1975-1981

Year	Class Size	Graduates #	Graduates %	In School 1981-82 #	In School 1981-82 %	Attrition #	Attrition %	% Grad. Rate Projected
1975-76	110	59	53.7	8	7.3	43	39.1	61.
1976-77	70	34	48.6	9	12.9	27	38.5	61.5
1977-78	104	24	23.1	38	36.5	42	40.4	59.6
1978-79	93	--	--	69	74.2	--	--	70
1979-80	90	--	--	71	78.8	--	--	68
1980-81	100	--	--	92	92.0	--	--	65-70
1981-82	133	--	--	133	100.0	--	--	NA

Source: HEOP Office Attrition Report, December, 1981.

The HEOP office reported that the average attrition of all NYU/HEOP students is 11.3 percent after one year and 26.5 percent after two years, with 6.5 percent of those who took leaves of absence eventually returning to the program. In 1980-81, 31 students took academic leave, 33 left for personal reasons, 1 transferred, and 20 left for financial, medical, and other unspecified reasons. NYU attributes its high retention rate to the specially structured courses and supportive services, the availability of financial aid to meet supplemental needs for books, living expenses, and maintenance costs, the degree of motivation of entering students, and the fact that most

students commute from their homes rather than live in dormitories where there are additional adjustment pressures. Approximately three-fourths of all HEOP students are commuters residing in New York City.

Program Financing

By 1980-81, the legislature was appropriating $25.4 million for direct support of all opportunity programs. HEOP has grown from about $4 million in 1970-71 serving 3,520 students to $8.3 million ten years later, serving about 5,560 student FTE's (6,670 headcount). HEOP expenditures total $49.9 million from combined state, federal, and institutional sources (17% state, 65% federal, and 18% institutional).

Among state sources, TAP has had the greatest impact on the amount of direct student aid, enabling NYU and other HEOP programs to release funds for expanding supportive services, and reducing institutional grants and waivers. Among federal sources, the main increase has been in Pell grants. Since most NYU HEOP students qualify for the maximum TAP and Pell grants due to their low income levels, projected changes in federal eligibility requirements will have little impact on their total financial aid packages.

Table 7 gives a breakdown of state, federal, and institutional sources of financial aid for NYU HEOP students. Approximately $2.3 million in state and federal aid comes into NYU through its 446 HEOP students, or $5,157 per student. This total includes $583,837 in HEOP aid, about $700,000 in TAP, and $630,000 in Pell grants.

Table 6 - Sources of Financial Aid for NYU/HEOP, 1980-81

Source	Average Award	No. Students
State(1)		
HEOP	$ 736	385
TAP (2)	1,463	385
Other grants	1,000	10
NYHESC/Other loans	807	200
Federal		
Pell	1,457	385
SEOG	654	179
NDSL	648	195
CWSP	858	156
VA	2,500	8
Soc. Sec.	750	40
Institutional		
Direct grant	1,094	368
Tuition waiver	5,062	1
Work	1,500	40

Source: HEOP Annual Report, 1980-81, State Education Department Bureau of Higher Education Opportunity Programs, pp. 74-86.

(1) Bundy aid is not included in this breakdown.
(2) In 1981-82, the average HEOP TAP award for freshmen was increased by $400.

Findings and Conclusions

In moving beyond the rhetoric of "full opportunity," it is apparent that many difficulties arise in devising successful higher education programs for the disadvantaged. Several areas have been identified in this report that underscore the importance of supportive services to meet the needs of non-traditional students. In measuring program effectiveness, the following variables have to be considered: (a) academic eligibility criteria at the time of original enrollment, (b) economic eligibility and status at the time of original enrollment and throughout the program, (c) personal factors that may impede student progress, (d) academic

predictors for measuring potential success in college and their applicability to disadvantaged students, (e) quality and utilization of supportive services, and (f) reasons for program separation prior to graduation.

The criterion for eligibility which receives the greatest emphasis, potential for success in college, is the least quantifiable and varies greatly between opportunity programs in public and private institutions across the state. Both the validity of such predictors as high school average and SAT scores to identify a disadvantaged population in New York City, when a ceiling is placed on past academic performance, should be addressed in the context of expectations of NYU's HEOP students.

One of the measures the state uses to determine whether HEOP program goals are being met is academic achievement of HEOP students. Data are kept on the number of original enrollments, transfers, active and inactive status, credit accumulation, graduation rates, grade point averages, and reasons for program separation. In its proposal for refunding, the NYU office poses the following questions meriting further study:

1. What are the specific variables that differentiate successful and unsuccessful students as measured by grade point average, level of academic achievement, and test results? The findings of this analysis can be used to develop predictors for academic success at NYU, identify causes of attrition, and ways to increase retention.

2. What are the specific components of the program that affect student performance most directly? Program evaluations

should involve observations of counseling, tutoring, remedial courses and workshops, as well as review of grade point average, course grades, test results, student evaluations, and other data.

Additional areas that can be explored in this context are: (a) developing norms and standards for academic divisions enrolling HEOP students, i.e., business, education, arts and science, and social work; (b) strengthening support services for upper division and transfer students; (c) assessing admission procedures that utilize counseling and diagnostic testing earlier in pinpointing educational needs of new student clienteles; (d) recruiting more minority students and improving services for those with serious language and learning deficiencies; and (e) increased coordination between undergraduate divisions and graduate schools as increasing numbers of HEOP students seek preparation for graduate degrees.

Since its inception, NYU's HEOP program has graduated more than 700 disadvantaged students. It has provided students with extensive support services ranging from individual tutoring and psychological counseling to an eight-week pre-freshman summer session teaching basic skills and required credit courses in English Composition taught at NYU's Writing Center. Each year, it has evaluated all aspects of the program and student achievement, seeking ways to improve and expand its services for students in all five undergraduate divisions. The diligent efforts of its staff as well as SEHNAP supervisory personnel have paid off in increased retention and graduation rates and levels of achievement, and in more state support for such new services as the RAPS program for potential

science majors among New York City's disadvantaged high school seniors. Each year from 16 to 27 percent of all HEOP freshmen have GPA's of 3.0 or better; the annual graduation rate exceeds 60 percent, which is 10 percentage points above the national average; and increasing numbers of graduates go on to professional schools seeking degrees in law, medicine, and business.

NYU provides an important community service as an urban university through its broad-based participation in HEOP. Heightened awareness of the services offered through HEOP to minority students will enhance the overall impact of this major outreach effort, thereby accruing to the university greater numbers of new graduates from the city's 110 public high schools, and raising the achievement and retention rate of those who are now matriculated in each of the five undergraduate divisions. This is a cost-effective program that continues to meet the needs of a diverse population in New York City, enabling NYU to reach out to these students and offer them the opportunity to obtain a bachelor's degree regardless of academic or economic disadvantage.